CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter reports the conclusion from the study that illustrated from the findings achieved. The exploration will be divided into two. First, is conclusions of the study. Second, is suggestions for the reader.

5.1 Conclusions

This study was conducted to gain students' perception toward the use of collaboration in their writing class and the obstacles faced by students in the use of this method in their writing class. The data were gained from observation, questionnaire and interview.

The data from questionnaires show that 82.77 % of students gave positive perception toward collaboration method. The students believe that collaboration equipped them to enrich their vocabulary in writing and allow them to share knowledge each other. The rest, 17.22 % of students gave negative perception toward the method. Some students disagree that this method makes them enjoy writing. From the data of observation, it can be seen that the teacher applied the method without giving enough time for students to evaluate their writing, so the students accomplish the process of writing in hurry to fulfill the task.

From the upshot above, it can be identified that students' perceptions tend to be positive toward the collaboration. To get more specific perception toward the method, students' scores were counted and averaged. The total of students' score

was 2309 and the average was 57.73. It can be concluded that collaboration is appropriate to be implemented in their writing class.

There are 6 obstacles faced by students in the use of collaboration in their writing class. First, the respondent writers doubt the ability of collaborators. Many students uncertain toward collaborator's ability in giving feedback to their writing, they prefer asked the teacher or their other friends to just convert it immediately.

. Second, collaboration takes a long time and the third, collaboration method is boring. The interviewee student confess that she feel bore because she has to write the draft many times and the process takes a long time.

Fourth, teachers are less involved on collaboration so the writing process is difficult without sufficient guidance from the teacher. In the process of writing, it can be established that the teacher do not pay attention to the whole group in the class whereas the other groups still need a guidance from the teacher.

Fifth, the respondent writers have limited ability so they confused to revise and to be revised. The observation proved that students feel uncertain toward their ability, they ask their friends and the teacher frequently to make sure they have written the right draft.

The last, students are less motivated to collaborate if the writing was not attractive. A number of students sometimes put the paper straight away and only check it inaccurately to complete the task.

5.2 Suggestions

For implementing the method of collaboration, there are some suggestions that should be followed by the teacher. First, teachers should be involved in the process of collaboration. It is because some students may still need some advices and guidance from the teachers in writing their own draft. Second, in grouping the students, teacher should know first the ability of students, the students with low achievement in writing English should be combined with the high achievement one, so that the students can share with more qualify result. Third, teachers should control the process of collaboration to make sure that the students do the collaboration by checking and revising the draft. The last, teachers should have good ability in managing the class, the process of collaboration should be held systematically to make students enjoy writing and understand the process of writing.